



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Bull Run to Appomattox. It can add nothing to the military history of the war except a little indirect testimony as to the free and easy discipline of the earlier confederate armies. A case in point is the story on page 7 of how certain mischievous privates destroyed their captain's slumbers by three times in a night untying an old horse with a habit of rooting around the tents after corn. By writing in a kindly and tolerant spirit, and giving prominence to the humorous happenings of the foraging party and the camp, the author has produced a pleasant little book that one will lay down with a feeling of satisfaction.

The Influence of Reconstruction on Education in the South. By Edgar Wallace Knight, Ph. D., assistant professor of education, Trinity College, North Carolina; sometime fellow in education, Teachers College, Columbia University. [Teachers College, Columbia University, Contributions to Education, no. 60.] (New York: Teachers College, Columbia University, 1913. 100 p. \$1.00)

We are told by one school of historians that public education in the southern states was inaugurated by the locally much despised carpetbag and Negro governments of the reconstruction period; by others we are assured that the reconstruction school policies accomplished no permanent results except bad ones. Which view is correct? Is either wholly correct? Mr. Knight, the author of this book, undertakes to answer these questions for North Carolina and South Carolina, which are taken as typical southern states.

In order to arrive at a proper estimate of the educational system of reconstruction the author makes a comparative study of ante-bellum and post-bellum conditions in each state. In North Carolina, in spite of the sparseness and poverty of the population, there was a steady development of a public school system, with public opinion more and more strongly favoring it until, according to the testimony in 1869 of the carpetbag superintendent of education, "North Carolina had a creditable system of common schools at the outbreak of the Civil War." There were then 2,834 tax supported schools in 79 counties in which were enrolled 108,938 children out of a total of 186,174 children of school age. The system was strong enough to last through the Civil War. The school term was longer in 1860 than it was again before 1900 and the salaries paid were better than those of reconstruction.

The authors of the reconstruction system of education in North Carolina were, as in other states, anxious to use the schools for the purpose of inculcating their peculiar principles into the young confederates and the freedmen. This attitude, though translated into action in but few instances, was the principal cause of the practical failure of the carpet-

bag educational system in North Carolina. The question of mixed schools was wrangled over but never settled; the work of the freedmen's bureau schools (1865-1867) for Negroes had caused hostility to Negro education; the character of the carpetbag school officials was not always above criticism; there was such a waste of public funds by the party in power that communities feared to vote taxes for schools — these were the conditions that hindered the development of the schools. In general the reconstruction system in North Carolina was much inferior to that of earlier days. In 1870 only about one-fourth of the white children and one-half of the blacks were in school and in 1874 about one-third of the whites and one-fourth of the blacks. Teachers were paid less, the terms were shorter, and the schools were less efficient. The constitutional and legal provisions for education were about the same as before the war, except that blacks were admitted to the schools. After the adoption of a new constitution in 1879 there was progress.

In South Carolina early conditions were different. There was statutory but not constitutional provision for "free" schools from 1811 onward, but the ante-bellum system was ruined by the custom of giving preference in the schools to poor children and thus fixing the character of the schools as "pauper" institutions. In 1814 there were 225 public schools and in 1860 only 1,270. Much money had been spent with but slight results. Undoubtedly the worst hindrance to the development of public schools in the South before the war was this "pauper," "charity," "beneficiary" notion which spread out over the South from Virginia and South Carolina to check the sounder views of the North Carolinians.

The carpetbag system in South Carolina was based upon adequate legislation but the school authorities were corrupt and intolerant. They proceeded upon the principle that the children of both races should mingle in the schools, and thus the whites were driven out. South Carolina College was opened to Negroes and soon was forced to close its doors to all. Other higher schools met the same fate. Appropriations though large did not reach the schools but stopped in the pockets of some of the "statesmen." In 1872 nearly all schools were closed. The reconstruction schools of South Carolina were worse than those of ante-bellum days, poor as those were.

Appended to this detailed account of North Carolina and South Carolina are notes and statistics relating to the school systems of the other southern states, showing that each had an organized system before 1860. In each state the laws were somewhat expanded after the war and provision made for Negroes. There was much corruption among officials and irritation of the races. There was a general increase of salaries and

of officials but the schools everywhere received less money than before 1860. The schools were in general distinctly inferior to the old schools and in many places purposely made unacceptable to the whites. There was in consequence a rapid development of private schools, which in recent days have somewhat hindered the development of public schools. There is reason to believe that a school system under the control of the native whites after 1867 would have made more progress.

In this book Mr. Knight has written an interesting and valuable introduction to a study which he or another must complete—a thorough working out of the educational aspects of the reconstruction. This and other books on the subject are based too much upon statutes, constitutions, and official documents. Not enough attention is given to the actual working out of the reconstruction plan over the southern states, to the use of the schools as a political instrument, to the reaction of this upon politics, to the effect upon popular opinion in regard to public education and particularly in regard to Negro education. It is this aspect of reconstruction as much as the political revolution that made the “Solid South.”

WALTER L. FLEMING

An Official Guide to the Historical Materials in the Mississippi Department of Archives and History. By Dunbar Rowland, LL.D., director. [Eleventh Annual Report of the Director of the Department of Archives and History of the State of Mississippi from November 1, 1911, to October 31, 1912.] (Nashville, Tennessee: Brandau-Craig-Dickerson Company, 1914. 147 p.)

This volume consists of three parts—the eleventh and twelfth annual reports of the director of the department of archives and history, and a guide to the historical materials in the department. In addition to a report on routine matters the annual reports recount the activities of the department in the collection and classification of historical material. In this connection the announcement is made of the completion of the work of securing transcripts from the French, English, and Spanish archives relating to the history of Mississippi. “The completion of this undertaking gives the State of Mississippi a complete collection of documentary material relating to its history from 1678, . . . until 1798, when Mississippi Territory was organized. This, with our collection of original records, gives us a complete chain of documents from the earliest plans for the occupation of the country to the present time.” Perhaps the next most notable activity, from the standpoint of the student of general American history, is the work of collecting the papers of Jefferson Davis. In this work progress is reported.